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ABSTRACT

During the four years of its operation, the Fort McDowell Indian (Reservation) Community preschool and kindergarten program has been directed toward three major areas of emphasis: (1) to provide activities and experiences that focus specific attention on meeting the special education needs of Fort McDowell youngsters; (2) to offer supportive services for parents, families and tribal elders; and (3) to strengthen the Indian community through its relationship with the child's maximum development in intellectual, social, physical, and emotional functioning. The "Outreach to Parents" component features participation in the classroom as parent aides, attendance at regular education classes, and at-home visits. Other components include family counseling, involvement of tribal elders and historians, and development of culturally relevant curriculum materials. A Yavapai language curriculum is being developed and taught. Twenty three children participated in the preschool program in 1978-79, with 18 in the pre-kindergarten class and 5 in the kindergarten. Effectiveness of the various components was measured at the end of the year with five tests, including the Caldwell Preschool Inventory, Denver Developmental Test, and Peabody Picture Vocabulary Test. Data analysis indicates that the project was effective in contributing to or modifying the behavior of the children in such skills as social, readiness, motor, language, and social relations. (DS)

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FT. MC DOWELL INDIAN COMMUNITY

PRESCHOOL PROGRAM

BY

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FT. MCDOWELL INDIAN COMMUNITY
PRESCHOOL PROGRAM

SECTION I

INTRODUCTION

The young children of the Fort McDowell Indian Reservation are as eager to learn and experience life as all children. Their situation, however, is rather unique. Fort McDowell was decommissioned as an army fort in 1903 and the land was given by the government to the Mohaves, Apaches and Yavapais for use as a reservation. For unknown reasons many of the Mohave and Apaches left. The Yavapai tribe became divided. Ancient tribal customs have been lost along with the identity of the people. Although aware of modern child rearing practices and educational benefits, young parents tend to allow the small child to grow with little direction because the proper resources for providing for the children are unavailable.

There has been no educational facility on the reservation. Preschoolers have had to travel great distances to the nearest headstart program. Because of the crowded conditions Ft. McDowell children have not attended preschool. Kindergarten children also have had to commute a great distance. When these children begin first grade they most often have little formal, structured learning and no classroom or group experiences. Academic failure and dropouts are widespread among Indian children.

In recognition of this complex problem the Fort McDowell Indian Community established a two-class preschool and kindergarten program on the reservation to provide children with a structured learning opportunity, encouraging and enhancing communication skills and promoting new experiences to increase learning capacity.

The program was planned to provide parental participation designed to enhance child rearing skills, heighten problem solving abilities and enable them to work with their children as teachers.

Tribal elders were to be involved in providing historical material and demonstrating skills to increase pride in Indian heritage and maintain long-standing involvement in the educational process.

GOALS AND OBJECTIVES

The principal purpose of this project was to continue and strengthen the existing two-class preschool program for children between the ages of three and six years at Fort McDowell, Arizona, with discussion groups to include parents of these children and of younger children, who wanted to increase their knowledge of early child developmental needs.

The project in pursuing the above goal, sought to achieve the following specific objectives:

1. Children between the ages of three and six years will demonstrate improved social skills as measured by the Caldwell Preschool Inventory, administered pre-post of the school year.

2. Children three years of age will demonstrate improved motor skills as measured by the Denver Developmental Scale, administered pre-post of the school year.

3. Children between the ages of three and six will demonstrate improved language ability as measured by the Peabody Picture Vocabulary Test, administered pre-post of the school year.

4. Children between the ages of three and six will demonstrate improved school readiness, including improved ability to conceptualize and grasp number concepts as measured by the Caldwell Preschool Inventory, administered pre-post of the school year.

5. Children between the ages of three and six will demonstrate improved social skills as measured by the Caldwell Preschool Inventory and the Butler Evaluation Instrument, administered pre-post of the school year.

6. Parents of participating children will express more flexible attitudes towards parenting, as measured by the Parent As A Teacher Questionnaire, administered pre-post of the school year.

SECTION II

PROGRAM DESCRIPTION

This program designed by the Fort McDowell Indian Community was planned to include activities and experiences which would contribute to the development of young children, with specific attention to meeting the special education needs of Fort McDowell youngsters. The program was designed to provide supportive services for parents, families and tribal elders, as well as strengthen the Indian community through its relationship with the child center.

Five basic components were planned. The classroom and training activity was designed to promote each child's maximum development in all areas of functioning - intellectual, social, physical and emotional, and provide a training laboratory in which parents could interact with the children while advancing their own knowledge.

The structure of the children's daily schedule was flexible, allowing for leisurely transition between activities.

Both the kindergarten and pre-kindergarten classes operated on a five-day-a-week schedule. The two classrooms functioned in new facilities constructed within the enlarged tribal building. The space provided was conducive to achievement of program objectives.

The pre-kindergarten and kindergarten schedules included the following:

Outside Activies: wheel toys, climber, sand play, water table

Inside Activities: puzzles, dolls, books, blocks and art activities

Group Time: puppets, songs, ginger plays, and matching games

Snack Time: good nutrition stressed with fruit juice, raw vegetables, fresh fruit, or crackers

Story Time: record stories, felt board stories, as well as books by the teacher

Brief Outside Period: lunch set-up

Lunch: time to talk about new foods and saying please & thank you

Learning activities were organized to suit the individualistic, active and sensory-oriented child. The work-play period was the heart of the day's program. The indoor and outdoor periods offered opportunities such as:

1. Making choices and following them through.
2. To observe and clarify ideas about things, people, animals and relationships to the environment.
3. To increase understanding and use of language.
4. To develop, exercise and increase an attitude of curiosity and eagerness for learning.

The opportunities were quite extensive and are not listed in full in this report.

The classes were divided into three groups for reading readiness activities and reading workbook activities as prescribed in the Lippincott and Peabody curriculum materials utilized.

In addition, a variety of field-trips scheduled provided the children with new experiences to benefit from. For example, children visited a fire station, zoo, and pet store.

Twenty-three (23) children participated in the preschool program; eighteen (18) participated in the pre-kindergarten class and five (5) participated in the kindergarten class.

The second component was labeled "Outreach to Parents". The proposal included two components of parent involvement; participation in the classroom as parent aides and regular education classes.

Parents of very young Ft. McDowell children (0-3 years) also had an opportunity to participate in a program entitled Parent Infant Program (PIP). These parents participated in home-visits, a playschool conducted weekly, and other parent activities offered in conjunction with the preschool program.

Ten mothers were able to participate as mother helpers in the classroom throughout the year. Mothers of preschool children were employed full-time and this factor prevented their participation in the classroom during the day.

Eighteen (18) parents of very young children completed the Parent As A Teacher (PAAT) administered at the conclusion of the project year. This indicates that many parents of very young children participated in this segment.

Family Counseling was the third component of the Fort McDowell preschool project. This component was to be directed toward the weakening of family life through loss of tribal traditions without appropriate replacement. A tribal social worker worked approximately half time and worked closely with the project staff. This staff member devoted time to family counseling and also to developing parental involvement opportunities.

The fourth project component was the involvement of Tribal Elders and Historians. Tribal elders made quilts and Yavapai dolls and clothing items for classroom use, and participated in classroom activities. The children had opportunities to interact with tribal elders while attending their gatherings held at the tribal building. Yavapai language curriculum is being developed and presented to children within the preschool program by a teaching assistant who is a tribal member.

The fifth component was the development of culturally relevant curriculum materials. Curriculum materials have been developed by parents, staff, and elders as needed.

The first component was directed toward five of the six objectives indicating that the education of the children was considered the most essential.

SECTION III

DATA ANALYSIS AND FINDINGS

The effectiveness and impact of the various components of this project were evaluated utilizing the following instruments:

Caldwell Preschool Inventory
Denver Developmental Test
Peabody Picture Vocabulary Test
Butler Evaluation Instrument
Parent As A Teacher Questionnaire

The instruments indicated above were administered on a pre-post test basis. Pretest and post test means were compared by means of a correlated t-test and differences between these means were considered significantly different if $p < .05$. The .01 level of significance was also ascertained and where the mean differences exceeded $p < .01$ this lower level is reported.

CALDWELL PRESCHOOL INVENTORY:

Analysis of the Caldwell test data indicated the project was successful in improving the social skills, readiness skills, and the ability to conceptualize and grasp number concepts for preschool participants.

A total of nineteen (19) preschoolers completed both the pretest and post test. The results of the data analysis for these 19 subjects indicated that there was a significant difference between the group's performance on the pretest (31.9) and their performance on the post test (48.3) with improvement shown ($p < .01$). (See Table I).

When the prekinderharten childrens' data were analyzed individually it was revealed that the sixteen students completing both pretests and post tests did make a significant improvement between pretest and post test ($p < .01$). A mean gain of 17.5 was realized by these sixteen participants. (See Table I).

The older subjects (kindergarten) realized a gain of 10.7 between pretest and post test which was significant ($p < .05$). (See Table I).

It can be concluded from the data analysis that the project was successful in improving those skills measured by the Caldwell Preschool Inventory for the total group of preschool participants, and also the group of participants in the two age groups. (See objectives 1, 4, and 5 previously stated).

It is recommended that the Caldwell Preschool Inventory be continued for children participating in the project.

DENVER DEVELOPMENTAL TEST:

Analysis of the Denver Developmental Test data for 3 year old participants indicated the project was not successful in contributing to the improvement of the motor skills of these participants.

The Denver tests were scored by considering those tasks that each child should be able to accomplish at his/her age level. A total of 100 points was possible and the points awarded was determined by multiplying the percentage of those tasks completed that should have been completed for the child's age level by 100. Thus, the score also reflects the percentage of tasks completed.

A total of eight (8) of the children 3 years of age had both pre and post test scores available for analysis. This group of subjects had a mean score on the pretest of 76.5 and a mean score of 83.6 on the post test. This gain of 7.1 points between pretest and post test was not significant ($p > .05$). (See Table I).

It can be concluded from the data analysis that the activities of the project did not contribute to a significant change in the level of motor skill development of the 3 year old project participants. (See objective 2 previously stated).

It is recommended that the project continue to provide those activities indicated to be effective in fostering motor skill development in these young participants. It is also recommended that the Denver Developmental Test be used to assess motor skill development in the new project year.

PEABODY PICTURE VOCABULARY TEST

Analysis of the Peabody Picture Vocabulary Test (PPVT) data indicated the project was partially successful in improving the language skills of the project participants.

A total of seventeen (17) preschoolers completed both the pretest and post test. The results of the data analysis indicated there was a significant difference between the group's performance on the pretest (35.4) and their performance on the post test (47.3) with improvement shown ($P < .01$). (See Table I).

When the pre-kindergarten participants were considered individually it was revealed that the fourteen (14) subjects completing both pre and post tests made a significant gain (14.0) from pretest (31.4) to post test (45.4) ($p < .01$). (See Table I).

The older subjects (kindergarten) realized a gain of 2.6 points between pretest (53.7) and post test (56.3). This gain was not statistically significant ($p > .05$). (See Table I).

It can be concluded from the data analysis that the activities of the project contributed significantly to the improvement of the language skills of the total group of preschool participants. This improvement was realized by the younger group but not the older group (kindergarten). (See objective 3 previously stated). The small number of older subjects suggests that conclusions in this report relative to this group be regarded with caution.

It is recommended that those activities designed to improve the language ability of participants be continued and modified only when modifications promise to be better than existing activities.

TABLE I

PRE AND POST TEST COMPARISONS
FOR PRESCHOOL PARTICIPANTS ON
CALDWELL, DENVER DEVELOPMENTAL, AND PPVT TESTS

INSTRUMENT	PRE-KINDERGARTEN	KINDERGARTEN	TOTAL GROUP
Caldwell Test	Pre M = 28.3 s = 13.5 Post M = 45.8 s = 11.0 t-ratio 9.162** change 17.5 N = 16	Pre M = 51.0 s = 3.6 Post M = 61.7 s = .9 t-ratio 5.599* change 10.7 N = 3	Pre M = 31.9 s = 14.9 Post M = 48.3 s = 11.6 t-ratio 9.474** change 16.4 N = 19
Denver Test	Pre M = 76.5 s = 10.6 Post M = 83.6 s = 8.5 t-ratio 1.973 change 7.1 N = 8		
PPVT Test	Pre M = 31.4 s = 14.1 Post M = 45.4 s = 7.7 t-ratio 5.531** change 14.0 N = 14	Pre M = 53.7 s = .5 Post M = 56.3 s = 2.6 t-ratio 1.960 change 2.6 N = 3	Pre M = 35.4 s = 15.4 Post M = 47.3 s = 8.3 t-ratio 5.118** change 11.9 N = 17

*Indicates significant difference between means - $p < .05$
*Indicates significant difference between means - $p < .01$

BUTLER EVALUATION INSTRUMENT:

Analysis of the Butler Evaluation Instrument data indicated the project was successful in contributing to the improvement of the social relation's skills for preschool participants.

The Butler Evaluation Instrument provides information for evaluation in the areas of self-concept, other people, physical environment, world of ideas, and total or composite social relations skills.

Data analysis relative to those skills or relations presented above indicated there were significant differences between the pretest level and post test level in all areas for the total group of preschoolers (N = 19). The group made significant gains from pretest to post test ($p < .01$) in the areas of self-concept, other people, physical environment, world of ideas, and total or composite. (See Table II).

When the groups were analyzed individually the results indicated the pre-kindergarten group (N = 16) made significant gains from pre to post test in the areas of self concept, other people, physical environment, world of ideas, and total or composite ($p < .01$). The kindergarteners (N = 3) did not make significant gains from pre to post test in any of the areas ($p > .05$). (See Table II).

It can be concluded from the data analysis that the project was successful in contributing to the improvement of the social relations skills of preschool participants. For the younger preschoolers this is true in all of the areas measured. For the older preschoolers contributions were evident in none of the areas. (See objectives 2 and 5 previously stated).

It is recommended that efforts exerted toward improving social relations skills be continued and activities aimed specifically at improving the skills of the Butler Instrument be continued.

TABLE II

PRE AND POST TEST COMPARISONS
FOR PRESCHOOL PARTICIPANTS ON
BUTLER TEST

INSTRUMENT	PRE-KINDERGARTEN	KINDERGARTEN	TOTAL GROUP
Butler Test Self-Concept	Pre M = 2.2 s = .6 Post M = 3.2 s = .6 t-ratio 7.743** change 1.0 N = 16	Pre M = 3.3 s = .7 Post M = 3.8 s = .6 t-ratio 2.143 change .5 N = 3	Pre M = 2.4 s = .7 Post M = 3.3 s = .6 t-ratio 7.466** change .9 N = 19
Butler Test Other People	Pre M = 2.1 s = .6 Post M = 3.2 s = .6 t-ratio 8.889** change 1.1 N = 16	Pre M = 3.4 s = .3 Post M = 3.4 s = .2 t-ratio .000 change .0 N = 3	Pre M = 2.3 s = .7 Post M = 3.3 s = .6 t-ratio 6.579** change 1.0 N = 19
Butler Test Physical Environment	Pre M = 1.8 s = .7 Post M = 2.8 s = .5 t-ratio 7.936** change 1.0 N = 16	Pre M = 4.2 s = .7 Post M = 4.7 s = .2 t-ratio 1.540 change .5 N = 3	Pre M = 2.2 s = 1.1 Post M = 3.1 s = .8 t-ratio 7.356** change .9 N = 19
Butler Test World of Ideas	Pre M = 1.9 s = .8 Post M = 3.1 s = .6 t-ratio 9.024** change 1.2 N = 16	Pre M = 3.7 s = .5 Post M = 3.7 s = .3 t-ratio .000 change .0 N = 3	Pre M = 2.2 s = 1.0 Post M = 3.2 s = .6 t-ratio 6.524** change 1.0 N = 19
Butler Test Total Score	Pre M = 2.0 s = .6 Post M = 3.1 s = .5 t-ratio 9.268** change 1.1 N = 16	Pre M = 3.7 s = .3 Post M = 3.9 s = .2 t-ratio 2.315 change .2 N = 3	Pre M = 2.3 s = .9 Post M = 3.2 s = .6 t-ratio 7.492** change .9 N = 19

*Indicates significant difference between means - $p < .05$
*Indicates significant difference between means - $p < .01$

PARENT AS A TEACHER QUESTIONNAIRE:

The Parent As A Teacher (PAAT) instrument was selected primarily to assess the effectiveness of the "Outreach To Parents" component of the project.

Since the parents were involved in parent training sessions, The PAAT instrument provides an assessment of project impact upon parents. The data provided by this instrument offers an indication as to the effect of parental involvement in the classroom as aides. Also, the impact of PIP activities can be assessed by this instrument, and finally the effect children involved in the project have upon their parents. This would assume that these pre-school chidlren can modify their parents' or parent surrogates' attitudes and behaviors by interacting with them following their preschool experiences.

The PAAT instrument is designed to measure parental child rearing attitudes. The PAAT provides information for evaluation relative to child rearing attitudes in the areas of creativity, frustration, control, play, teaching-learning and a total or composite measure.

A total of eleven (11) parents or parent surrogates completed the PAAT instrument on a pre - post basis. This data was subjected to analysis again using a correlated t-test to compare pre and post test means. The results indicated that there was no significant differences between pre and post test means in all areas tested by the PAAT ($p > .05$). It is worthy of note, however, that a score of 2.5 or above would be considered desirable on the PAAT and these parents or parent surrogates had desirable attitudes toward all of these child rearing practices at the time of pretesting and at the time of post testing. (See Table III). The eleven parents completing the PAAT on a pre - post basis represented 7 parents or parent surrogates of children 3 to 6 years or those children participating in the preschool program. Four (4) of these parents or parent surrogates represented children from infancy to age 3, or those children participating in the Parent Infant Program.

The analyses contained in Table III is for the 11 parents or parent surrogates completing both pre and post tests. No significant differences were found between pre and post test means. Analyses of the separate groups of 7 and 4 parents respectively, are also indicated. In addition to those analyses for the eleven parents who completed both pre and post tests, group means for those parents completing the post test only are indicated in parentheses in TABLE III. A large number of parents completed the PAAT at time of the post test (pre-school parents, N = 12; PIP parents, N = 16). These means and standard deviations may be useful as pretest indicators for the new project year. They also suggest that those parents who did not take the pretest were not different than those who did at the time of post testing.

Since the number of parents completing the PAAT instrument on a pre - post basis was so small, it is impossible to draw any conclusions relative to the effectiveness of the project in modifying those child rearing attitudes measured by the PAAT. (See objective 6 previously stated).

It is recommended that efforts be exerted toward continuing parental involvement in the project. It is also recommended that objectives relating to parental involvement be reevaluated and rewritten. Consideration must be given to specific acceptable indicators of project impact on parental behaviors. When these behaviors have been identified, then they must be operationally defined. Once this is completed, objectives developed will be more valid and can be evaluated. This process may necessitate the development of new instruments. Thus, reevaluation of the parental involvement component of the project needs to be started very soon.

TABLE III

PRE AND POST TEST COMPARISONS
OF PARENT RESPONSES ON THE PAAT

INSTRUMENT/SUBTEST	PRESCHOOL PARENTS N = 7	PIP PARENTS N = 4	TOTAL GROUP N = 11
PAAT CREATIVITY	Pre M = 2.6 a. s = .3 a. Post M = 2.7 (2.6) s = .1 (.3) t-ratio= .160 change = .1	Pre M = 2.8 s = .2 Post M = 2.7 (2.7) s = .1 (.2) t-ratio= .603 change = -.1	Pre M = 2.7 s = .2 Post M = 2.7 (2.7) s = .1 (.2) t-ratio= .000 change = 0
PAAT FRUSTRATION	Pre M = 2.8 s = .1 Post M = 2.7 (2.7) s = .2 (.2) t-ratio= 1.107 change = -.1	Pre M = 2.9 s = .2 Post M = 2.7 (2.8) s = .2 (.2) t-ratio= 1.922 change = -.2	Pre M = 2.9 s = .2 Post M = 2.7 (2.8) s = .2 (.2) t-ratio= 2.006 change = -.2
PAAT CONTROL	Pre M = 2.5 s = .3 Post M = 2.7 (2.6) s = .4 (.4) t-ratio= 1.911 change = .2	Pre M = 2.5 s = .3 Post M = 2.6 (2.7) s = .1 (.3) t-ratio= .649 change = .1	Pre M = 2.5 s = .3 Post M = 2.6 (2.6) s = .3 (.3) t-ratio= 1.803 change = .1
PAAT PLAY	Pre M = 3.0 s = .3 Post M = 3.0 (2.9) s = .2 (.3) t-ratio= .140 change = 0	Pre M = 3.1 s = .4 Post M = 2.8 (2.9) s = .2 (.2) t-ratio= 1.487 change = -.3	Pre M = 3.0 s = .3 Post M = 2.9 (2.9) s = .2 (.3) t-ratio= 1.082 change = -.1
PAAT TEACHING-LEARNING	Pre M = 3.0 s = .3 Post M = 3.0 (3.0) s = .3 (.2) t-ratio= .087 change = 0	Pre M = 2.9 s = .2 Post M = 2.8 (2.9) s = .1 (.3) t-ratio= .659 change = -.1	Pre M = 3.0 s = .3 Post M = 2.9 (3.0) s = .2 (.3) t-ratio= .324 change = -.1
PAAT TOTAL	Pre M = 2.8 s = .1 Post M = 2.8 (2.8) s = .2 (.2) t-ratio= .689 change = 0	Pre M = 2.8 s = .2 Post M = 2.7 (2.8) s = .1 (.2) t-ratio= 1.098 change = -.1	Pre M = 2.8 s = .2 Post M = 2.8 (2.8) s = .2 (.2) t-ratio= .126 change = 0

Indicates significant difference between means - $p < .05$ a. M & s rounded to nearest tenth.

PARENTAL INVOLVEMENT

Parental involvement in the project centered around their work within the preschool classrooms as parent aides, participation in parenting classes, discussion groups, and the PIP component.

A college credit class entitled "Creative Parenting" was conducted during the evening hours for 8 weeks and carried 1 semester hour of credit through Scottsdale Community College. A total of 16 parents of infants, preschoolers, and teenagers who live on the reservation enrolled in this class.

During the latter part of the project year a non-credit class was conducted during the evening for 6 weeks. This class was aimed at carrying through language and cultural curriculum development. The Yavapi Language served as the basis for the class and it was conducted by a preschool teaching assistant who is also a PIP parent. A total of 11 individuals attended these sessions.

Perhaps the greatest incentive for participation of parents is being offered through the PIP component. The working characteristics of reservation parents, many work during the day or irregular hours, makes participation difficult. The PIP segment includes home-visits scheduled at the parent's convenience on a formal basis. Most of these home-visits are conducted during the evening.

A total of 13 parents of children 0-3 years of age participated in home-visits, and periodically parent surrogates participated on an informal basis. During home-visits efforts were exerted to generate an awareness of child development skills for parents. Also, planned developmental activities were conducted for the benefit of the children during these home-visits and for mothers and fathers to observe.

A second aspect of the PIP component was a playschool conducted once a week for one and one-half hours (9:30-11:00 a.m.). During the playschool, opportunities were provided for the young children to build social skills in interacting with other children. Activities of the playschool included: free play, mother/child activity, snack, speaker or information session, filmstrips or movies, and a parental discussion group. A total of 11 parents participated in the playschool.

A total of 19 children under 3 years of age were enrolled in the PIP component. In an attempt to assess developmental changes in participating children the Denver Developmental Test was administered (see discussion pp. 5-6). A total of 10 of these children completed the Test in April, at the conclusion of the project year, and 7 of these had completed a pretest earlier in the project year.

These 7 had a pretest mean of 80.6 and a post test mean of 86.0 (correlated t-ratio = 1.388) which were not significantly different ($p > .05$). With the small number of participating children completing both pre and post tests, it is not possible to arrive at a valid conclusion regarding the ability of the program to modify development skills.

It is recommended that the program function in the future as it functioned during this project year, and that efforts be exerted to test all participating children on a pre - post basis with the Denver Developmental Test.

SECTION IV

SUMMARY COMMENTS

During this fourth year of the project the preschool classroom laboratory has been continued and expanded. Inservice training was conducted. Home visits with each participant and parent were held prior to the beginning of school. Children were eased into the program gradually to permit adaptation and adjustment to take place. The total program was structured so that language development was stressed with the younger children using Peabody Language Development materials. In the kindergarten development in the readiness areas was stressed using the Lippencott Readiness Programs. This structure is conducive to preschool children's development.

Parents were involved in many ways in this project. Their involvement continues to be active through the Pre-school Parent Association formed early in the project year. Parents were involved throughout the project year as classroom aides, and in parenting classes, discussion groups, and the PIP segment.

An excellent system of communications with the community was established via a preschool newsletter published periodically. Articles also appeared in the tribal newsletter to inform the community of preschool activities. The attractive booklet published outlining the history of the preschool provided an excellent vehicle for dissemination.

Objectives and activities were pursued relative to each of the project components. These objectives and activities related to the outreach to parents, family counseling, involvement of tribal elders and historians and curriculum development were modified only when it was found to be necessary. The original proposal in establishing multiple components was indeed ambitious and the tenacity of the project staff in attempting to fulfill the intent of each of the components is indeed praiseworthy.

Data analyses following this fourth year of the project indicated that the project was effective in contributing to or modifying the behavior of the preschool children in the areas of social skills and readiness skills, motor skills, language skills, and social relations skills. There was the insufficient data to assess the project's effectiveness in modifying or changing parents' attitudes toward those child rearing practices measured by the PAAT instrument utilized.

It is recommended that the program embodying many components be re-evaluated and rewritten for the fifth year. The preschool program implemented during the fourth year has yielded good results for the preschool children and should be implemented with those revisions and modifications found to be beneficial for skill development of the preschoolers. Other components of the project need to be rewritten with new objectives and new behaviors identified. Program modifications can then be made with new direction and activities related to the new objectives.

Much has been accomplished during this year and indications are that even greater results could be expected during the next project year.